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ABSTRACT

Appropriate evaluation can greatly enhance the teaching process, and this resource packet is designed to help make testing more efficient. Tests and test items are featured in these listings, and information on test construction is provided. The various sources which are highlighted include: (1) professional organizations; (2) journals and newsletters; (3) RIE (Resources in Education); (4) CIJE (Current Index to Journals in Education); (5) textbooks; and (6) classroom aids for teaching how to take tests and computer software for test making. (SM)

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Here's A **BRAINSTORM:**

Testing and Evaluation in Social Studies

a resource packet from...

ERIC

CLEARINGHOUSE FOR SOCIAL STUDIES SOCIAL SCIENCE EDUCATION

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HOW TO USE THIS RESOURCE PACKET

ERIC resource packets, designed to help social studies/social science educators, are compiled as a service of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS).

What is ERIC/ChESS?

ERIC, the Educational Resource Information Center, is a nationwide network of 16 clearinghouses under sponsorship of the U.S. Department of Education. We at ERIC/ChESS are the national clearinghouse in our subject field -- social studies/social science education -- and as such, are responsible for acquiring relevant educational materials, and disseminating this information to the public. We provide ready access to the 21-year old ERIC educational database through our computer retrieval system. We also (1) answer questions about social studies/science education; (2) run customized computer searches; and (3) develop inexpensive materials, such as this resource packet, which reflect major trends in social studies/social science education. New topics are added continually.

WHERE IS ERIC/ChESS?

We are part of the Social Studies Development Center at Indiana University. We invite you to call, write, or visit us at 2805 East 10th Street, Bloomington, IN 47405; 812-/335-3838.

HOW CAN A RESOURCE PACKET HELP SOCIAL STUDIES EDUCATORS?

The purposes of this resource packet are many. It can

- **SAVE YOU TIME** when you need to plan a new unit. We know how busy teachers are!
- **PROVIDE NEEDED BACKGROUND INFORMATION** on topics of current interest pertaining to social studies/social science education.
- **ENRICH YOUR CURRENT TEACHING** on particular topics. Each resource packet contains a sampling of current materials and resources representing various educational strategies from a diversity of developers and publishers.

HOW SHOULD THIS RESOURCE PACKET BE USED?

A resource packet is only the first step to acquiring the information you need for this particular topic. You will need to follow up each section with the appropriate steps, such as viewing or ordering the ERIC (RIE/CIJE) documents; contacting the listed organizations; or ordering or previewing the suggested textbooks or supplementary materials.

CAN WE HELP YOU?

We at ERIC/ChESS hope that the resources included here will assist you in your teaching. We welcome your interest and hope that ERIC/ChESS can assist you further in the future.

TESTING/EVALUATION

FROM ERIC/ChESS TO YOU***

This resource packet is provided as a service of ERIC/ChESS. It lists a sampling of current materials and resources designed to help the classroom teacher with TESTING/EVALUATION. It is our hope that the resources listed in this document will assist you in improving your assessments of student learning. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

PROFESSIONAL ORGANIZATIONS

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 734-5180

Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
(609) 921-9000

National Assessment of Educational Progress
Rosedale Road
Princeton, New Jersey 08541
(609) 734-5233

National Council on Measurement in Education (NCME)
1230 17th Street N. W.
Washington, DC 20036

JOURNALS AND NEWSLETTERS

Journal of Educational Measurement-Published by the National Council on Measurement in Education. Published quarterly. Annual subscription for individual: \$18. Publishes original measurement research and reports of applications of measurement in an educational context. (See above for address).

Educational Measurement: Issues and Practice-Published by the National Council on Measurement in Education. Published quarterly. Annual subscription for individual: \$12. Publishes articles dealing primarily with issues in educational measurement and with the practice of educational measurement. This journal is aimed at practitioners and at users of tests and includes

information about proven practices in testing, news of interest to the educational measurement community, and organizational news of the National Council on Measurement in Education.
(See above for address).

WHAT'S AVAILABLE FROM ERIC?

Current documents in social studies and social science education are abstracted, indexed, and announced in RESOURCES IN EDUCATION (RIE). All documents must be ordered from the ERIC Document Reproduction Service, P.O. 3900 Wheeler Ave, Arlington, VA 22304-5110 unless otherwise noted. Both microfiche (MF) and paper copy (PC) price codes are listed. When ordering, be sure to list the ED number, specify either MF or PC, and enclose a check or money order. Return postage must be included. See the enclosed EDRS order form from RIE for prices and postal rates.

To do further searching of ERIC:

1. Use the enclosed listing of ERIC collections in your state to locate the ERIC collection closest to you.
2. Do or request a Search using the following descriptors: Tests, Test Items, Student Evaluation, Educational Assessment.

ED250385 Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Apr. 1977. 667 p.; For 1981-82 assessment, see ED 233 965. EDRS Price - MF03/PC27 plus postage. (\$1.10/\$49.95)

A series of exercises were developed and used by the National Assessment of Educational Progress (NAEP) second citizenship/social studies assessment (1975-76). This volume provides a copy of each exercise, as well as the complete documentation about administration and scoring procedures for each exercise that is being released. The bulk of the document contains exercises developed to measure citizenship objectives, and the remaining pages contain exercises developed to measure social studies objectives. In this assessment, 9-year-olds, 13-year-olds, and 17-year-olds were asked questions related to seven broad objectives in citizenship (show concern for the well

being and dignity of others; support just law and the rights of all individuals; know the main structure and functions of their governments, participate in democratic civic improvement; understand important world, national, and local civic problems; approach civic decisions rationally; and help and respect their own families) and five broad objectives in social studies (have curiosity about human affairs, use analytic-scientific procedures effectively, be sensitive to creative-intuitive methods of explaining the human condition, have knowledge relevant to the major ideas and concerns of social scientists, and have a reasoned commitment to the values that sustain a free society).

ED257871 Manitoba Social Studies Assessment Program 1984. Preliminary Report. Grade 12 Test Data. Manitoba Department of Education, Winnipeg. Curriculum Development Branch. 1984. 880pp.; Small print throughout document. For test data from grades 9, 6, and 3 see ED257870, ED257869, and ED257868, respectively. For complete test booklets, administration and scoring information, see ED257867, ED257866, ED257865, and ED257864. EDRS price: MF01/PC04 plus postage. (\$0.78/\$7.40)

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on the program objectives, the test was administered to a representative sample of students at each grade level. Preliminary reports of test data provide the basic results of the students' performance on each test item as well as summary data on subtests where applicable. Each test question is reproduced with the percentage of students sample selecting each option. There are no correct answers for questions in the value/attitude and social participation categories. Tests range from 188 questions for grade 12 down to 90 questions at grade 3. Tests for grades 12, 9, and 6 are subdivided into the categories of knowledge, values and attitudes, thinking and research skills, and social participation. The grade 3 test, while covering the above four areas is divided into several subtests: community situation, community history, meeting needs and wants, cooperation and conflict, general information, comparing one community to another, and reading graphs and maps.

ED242750 Michigan Educational Assessment Program: Social Studies Grade 10. Test Number 95, Student Assessment Booklet. Michigan State Board of Education, Lansing. 1983. 32pp.; For test booklets for grades 7 and 4 see ED242749 and ED242748, respectively. EDRS price: MF01/PC02 plus postage. (\$0.78/\$3.70).

The Michigan Educational Assessment Program is an untimed, 100-question Social Studies test for grade 10 students to assess social studies skills. This document contains the test booklet only.

ED233965 Citizenship and Social Studies Released Exercises from the 1981-82 Assessment. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. July 1983. 283pp.; For

related documents, see SO 015 023 and ED 186 330. Print type marginally legible due to boldness of ink. Sponsoring Agency: National Inst. of Education (ED), Washington, DC. Available from: National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ 08641. EDRS price: MF01/PC12 plus postage. (\$0.78/\$22.20)

A series of exercises developed and used by the National Assessment of Educational Progress (NAEP) focusing on citizenship and social studies objectives is provided. Every year since 1969, NAEP has gathered information about levels of educational attainments of 9-, 13-, and 17-year-olds and young adults (26-35) across the nation. Ten learning areas are assessed: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Measurement instruments are constructed from objectives devised by educators, scholars, and lay persons. This document primarily contains assessment instruments (released exercises) of NAEP's third citizenship/social studies assessment (1981-1982). Part 1 briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 provides rationales for the questions assessing experience in political discussions and training reference resources, and part 3 discusses the taxonomic and content classifications used to develop and report on cognitive exercises. The remainder of the document contains the entire set of the experience exercises and about one-fourth of the cognitive exercises. The remainder of the cognitive exercises have not been released because they will be administered in the future.

ED177024 **Social Studies Evaluation Sourcebook.** Douglas P. Superka, and others. Social Science Education Consortium, Inc., Boulder, Colo. 1978. 464pp. EDRS Price: MF01/PC19 plus postage. (\$0.78/\$35.15).

This sourcebook is a resource guide to help teachers, evaluation specialists, district coordinators, and supervisors in locating and selecting instruments to evaluate various aspects of social studies programs from kindergarten through grade 12. The bulk of the sourcebook comprises analyses of 291 evaluation instruments applicable to social studies education. The instruments include general social studies achievement tests and specific knowledge tests in United States history, world history, political science, and economics. Instrument analyses are also provided in areas of critical thinking skills, student attitudes, interpersonal skills, self-concept, personality, values clarification, moral development, classroom climate, curriculum evaluation, and teacher evaluation. Each analysis provides information on where and how to order the instrument, publication date, developer, cost, grade level, time required, subject and respondent, variables measured, format, scoring and interpretation, reliability and validity data, and other reviews or evaluations of the instrument. The analyses emphasize usability and descriptive characteristics rather than technical aspects such as reliability and validity. A title index, publisher cross-reference, and grade-level cross-reference are included.

ED175774 Criterion Referenced Evaluation for the Social Studies, Shaw, Terry May 1979 31pp. EDRS Price - MF01/PC02 plus postage. (\$0.78/\$3.70).

The test is designed to assess upper elementary students' competency in process skills used in making decisions and solving problems in the social studies. The skills tested are those identified by the American Association for the Advancement of Science, and include observing, classifying, measuring, using numbers, using space and time relationships, communicating, predicting, inferring, manipulating variables, making operational definitions, forming hypotheses, interpreting data, and experimenting. Developed for use with sixth grade students, the test can also be used with seventh and eighth graders. Estimated readability level is 5.8 as measured by the Dale-Chall readability formula. The test is comprised of sixty multiple choice questions. The 51 objectives listed are accompanied by specific test items and the correct answer for each question. The test was used in the author's dissertation (1977) with 350 sixth grade students and was revised again to eliminate or clarify some items.

ED160514 A Test for Inquiry Social Studies, Grades 5 and 6 And Administrator's Guide, by Sharon Pray Muir, 1976. 15pp.; For a related document, see ED 156 597. EDRS Price: MF01/PC01 plus postage. (\$0.78/\$1.85).

The 40-item test measures fifth and sixth graders' ability to use inquiry skills in social studies. The test is unique in that it requires minimal prior knowledge of social studies and allows students to apply processes associated with higher cognitive thought. It can be used with any social studies program. The test has a multiple-choice format and can be completed by students in a 40 to 50 minute period. The developer has attempted to minimize sex bias by eliminating references to sex whenever possible. Male and female roles are evenly distributed when reference to sex is required. Skill areas covered by the test items include location, research, content reading, and distinguishing opinion from fact. The administrator's guide reviews development of the test in terms of reliability, content validity, difficulty, readability, and sexism. It also discusses interpretation of average scores and standard deviations, and provides an answer key.

ED059121 Selected Items for the Testing of Study Skills and Critical Thinking, by Horace T. Morse and George H. McCune, National Council for the Social Studies, Washington, D.C. 1971. 107pp.; Fifth Edition Report No.: BULL-15 Available from: National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75) EDRS Price: MF01 plus postage. PC Not Available from EDRS. (\$0.78).

This bulletin, now in its fifth edition, provides the teacher with specific assistance in evaluating student behavior in two vital areas of social studies education--study skills and critical thinking. The first three chapters provide background discussion on the problems of teaching and testing these skills and offer some general suggestions. A chapter follows giving suggestions on the use of the bulletin. Here, teachers are urged to use the exercises and suggestions as a starting point in directing the learning and development of more efficient

study skills rather than as an end point to measure the relative mastery of particular skills or abilities. The exercises are not intended to be used as a final examination, but rather to stimulate pupils to further learning in the field of endeavor from which the items are drawn. The remainder of the bulletin is devoted to the actual selection of test items. It includes exercises on: acquiring information; reading and interpreting graphs, charts, and tables; identifying the central issues; distinguishing between fact and opinion, between fact and motive, open-mindedness recognizing biased statements; drawing inferences, recognizing statements which support generalizations; and, determining the relative significance of questions.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. Journal annotations are intended to describe the contents of articles in general terms and the reader is urged to locate the full article in a library. If noted, reprints of articles are available from University Microfilms International (UMI), P.O. Box 1764, Ann Arbor, MI 48106.

TM511561 (EJ # not assigned yet) **Test-Wiseness for Teachers and Students**, by Kathy Carter Educational Measurement: Issues and Practices (Winter 1986) pp20-23. Reports the results of a study designed to determine if seventh grade students were "test wise." Results showed that the students were clearly aware of five common multiple-choice item faults which "give away" the correct answer. Interviews with 72 teachers indicated that many were unaware they provide such clues. Sample items containing the "fault/clues" are provided.

SO515946 (EJ # not assigned yet) **Evaluating Critical Thinking Ability**, by Stephen P. Norris. HISTORY AND SOCIAL SCIENCE TEACHER 21:3 (Spring 1986): pp.135-46. (Reprint: UMI).

Reviews selected research, widely-used commercial tests, and recent literature on critical thinking. States that evaluation of critical thinking processes should encompass more than simple tests. Concludes with 6 guidelines for evaluating critical thinking.

SO515947 (EJ # not assigned yet) **Critical Thinking in California: The Department of Education Testing Program in Social Studies**, by Perry Weddle. HISTORY AND SOCIAL SCIENCE TEACHER 21:3 (Spring 1986): pp147-49, 151-54, 156-57. (Reprint: UMI).

Reports the efforts of the California Assessment Program (CAP) to interject critical thinking items into its new statewide social studies tests. Provides definitions of the critical thinking skills tested by the 8th grade social studies CAP test, and lists 100 critical thinking skills vocabulary words.

EJ325888 A Realistic Approach to Thinking Skills: Reform Multiple-Choice Questions, by Ray Karras. SOCIAL SCIENCE RECORD 22:2 (Fall 1985): pp.38-43 (Reprint: UMI).

Multiple-choice tests are here to stay. They should do more than test rote memory. They should simultaneously test for both knowledge of subject matter and for thinking skills applied to the subject matter. Suggestions to help teachers prepare better test questions are made.

EJ324150 Special Feature: Testing and Evaluation, by Ramsay, W. Selden; and others. CURRICULUM REVIEW 25:1 (Sept. Oct. 1985): pp.14-32 (Reprint: UMI).

Articles in this series on testing and evaluation specifically address the use of tests to assess and improve educational status; achievement test selection; and trends toward the use of coaching materials to improve test performance. Professional literature on educational measurement is reviewed.

EJ284691 Informal Evaluation, by Sharon Muir and Candace Wells. SOCIAL STUDIES 74:3 (May-June 1983): pp.95-99 (Reprint: UMI).

Eighteen ways to informally evaluate cognitive objectives are discussed: graffiti walls; newspapers; card sorts; crossword puzzles; visualizing; debates; audio-visual narratives; ABC lists; concept trees; mini textbooks; incomplete charts; brainstorming; checking guides; logs and journals; drama; manipulative events; student-made tests; student self-evaluation checklists. Examples are provided.

EJ250465 Testing What You Teach in Social Studies, by Gerald M. Clarke. HISTORY AND SOCIAL SCIENCE TEACHER 15:3 pp. (Spring 1980): 157-62 (Reprint: UMI).

Suggests that social studies teachers need help in matching curriculum objectives and evaluation procedures. Outlines an evaluation method in which teachers pretest students, continually assess the full range of social studies activities, and combine subjective and objective procedures.

EJ197068 Stage Scoring Moral Judgments as a Teacher Task in "Kohlbergian" Programs, by John D. Napier. JOURNAL OF SOCIAL STUDIES RESEARCH 3:1 (Winter 1979): pp.24-28 (Reprint: UMI).

Research has shown that teachers have difficulty stage scoring moral thought statements based on Kohlberg's moral development theory. This article explores ways of using process evaluation, developed recently by Kohlberg and others, to avoid stage scoring moral judgments within "Kohlbergian" programs.

EJ184054 **Evaluation of Inquiry Skills**, by Barry J. Fraser.
SOCIAL STUDIES 69:3 (May/June): pp.131-4 (Reprint: UMI).

This paper describes a recently developed test battery which measures inquiry skills relevant to social studies teaching. The test is used to assess entry-level inquiry skills and to monitor student achievement progress. Field tested among Australian junior high school students, the test was shown to be reliable and valid.

EJ147227 **Report from the Classroom**, John G. Herlihy and Myra T. Herlihy. SOCIAL EDUCATION 40:7 (Nov/Dec 1976): pp.576-81.
(Reprint: UMI).

Presents activities, techniques, and processes developed by classroom teachers to evaluate student learning. The authors included those evaluative techniques which assisted student growth along informational, cognitive, social and affective dimensions.

EJ147226 **Report Cards**, by Myra T. Herlihy and John G. Herlihy.
SOCIAL EDUCATION 40:7 (Nov/Dec 1976): pp.74-5 (Reprint: UMI).

Presents two examples of report cards designed to support the implementation of social studies programs. The authors claim that both cards illustrate an effort to underscore skills, attitudes, and other teaching-learning conditions in addition to information.

COMMERCIAL MATERIALS

Commercial materials appropriate for students and teachers follow. Textbooks, curriculum materials packages, and computer programs are included. Information for ordering materials- including the price at the time of publication- is provided in each annotation. Please write directly to the publisher for additional information and current price.

Textbooks

Creative Classroom Testing, S.B. Carlson. 1985. 192pp. Educational Testing Service. Rosedale Rd., Princeton, NJ 08541. (609) 921-9000. \$14.95.

This handbook was prepared to introduce teachers to a variety of objective item types. This is done by showing how different item types may be developed and used in writing classroom tests to meet instructional objectives. The emphasis in the handbook is on the relationship between evaluation, teaching, and learning, with items designed to enhance teaching and learning. The handbook is excellent for use by teachers at any level who wish to use a variety of item types when constructing tests. It is easy to read and follow and contains a variety of rich examples that could be duplicated, altered or used as inspiration for writing innovative test items. (Reviewed in the Journal of Educational Measurement 23:4 (Winter 1986: pp387-8)

Educational Measurement and Testing, by William Wiersma and Stephen G. Jurs. 1985. 360pp. Allyn and Bacon, Inc. \$34.28. 800-526-4799.

This is a highly readable introductory textbook on educational testing and measurement. It covers basic concepts and procedures of educational measurement, test construction, and test usage. The content includes several chapters which are devoted to the construction and scoring of various types of test items.

Evaluation: A Practical Guide for Teachers, by Terry D. Tinbrick. 1974. 493pp. McGraw-Hill, Inc.: 800-624-7294 \$45.95.

Designed for use by pre- and in-service teachers, this book provides step-by-step procedures of the evaluation process. Includes balanced direction for constructing teacher-made tests, and stresses the use of evaluation results to make sound educational judgments and decisions. The book follows a model flow chart of the evaluation process.

Classroom Aids and Software

How to Prepare for the College Board Achievement Test: American History/Social Studies. Covering topics from precolonial times to the present, this guide offers comprehensive subject review and extensive practice materials for the CBAT in American History. Included are detailed summaries of each presidential term from Washington to Reagan, analyses of the Articles of Confederation and the Constitution, and details regarding the functions of the U.S. government. Featured are ten review quizzes, two complete practice exams with answers and an Index. Barron's 391. Sixth Edition c.1982 BES136-16; Paperback; 1-4 copies \$8.95 each; 5 copies and over \$8.05 each. Social Studies School Service, 10200 Jefferson Boulevard, P.O.Box 802 Culver City, CA 90232-0802. Phone: 800-421-4246.

Classroom tests. Perfection Form publishes an assortment of classroom tests for secondary teachers. Tests are composed of multiple-choice, true-or-false, matching and map identification items. Topics vary depending on course, but include: **American History Tests (Senior High):** "The U.S. Constitution," "Expansion, War, and Reconstruction," "The U.S. Becomes a World Power," **American History Tests (Junior High):** "Exploration and Colonization," "Foundations of Government," "Westward Expansion," "America, a World Power", **American History Map Tests:** "Trade Routes to the Orient," "French and Indian War," "Canada Boundary and Mexican War," "World War I, America and Europe," "European Theater; Korean War," **American Government Tests:** "Fundamentals of Government," "The Executive Branch," "The Legislative Branch," "Civil Liberties and American Law," "State and Local Government," **World History Tests:** "The Greeks," "Middle Ages," "The Era of Political Revolutions," "New Imperialism," "Far Eastern History," **World History Map Tests:** "Population Density," "The Romans," "New World Explorations," "Africa Partitioned," and "Europe After Versailles." Several tests are packaged together and are provided in bundles of 6 to 20 depending on topic. Answer sheets are provided in bundles of 30 and include a prepunched key. Prices vary from \$4 to \$6 for history and government tests to \$35 for map tests. Social Studies School Service, 10200 Jefferson Blvd., P.O.Box 802 Culver City, CA 90232-0802. Phone: 800-421-4246.

The U. S. History Superbowl Game: 1066 Questions in U. S. History, by Kerry M. Cowan. A classroom-proven "Superbowl" game on reproducible pages in which teams test their understanding and knowledge of U.S. history and score points with correct answers. The history of the U.S. is divided into 20 different sections with separate question and answer pages which cover such topics as early American Indian nations, the Reconstruction Era, and the Cold War. Four teams are asked questions in turn. After each question, the team discusses it, and the moderator may choose any team member to respond. Many of the questions go beyond factual knowledge and provide students with opportunities to use both cognitive and affective skills such as analyzing and valuing. Grades 6-12. Players: entire class. Time: 1 or more class periods per section. RIM101-16; Game kit, guide; \$19.50.

Social Studies School Service, 10200 Jefferson Blvd., P.O.Box 802 Culver City, CA 90232-0820. Phone: 800-421-4246.

Tips for Taking Tests. Illustrating the principles of test-taking, these colorful posters not only provide decorative room displays, they offer pointers designed to promote a "can do" attitude in students so they can overcome test phobia and achieve better scores. Some of the posters offer commonsense guidelines, while others focus on particular study habits and test-taking skills. Poster topics include "Know what the test will cover," "Review important points," "Quiz with a partner," "Listen for instructions," "Read directions carefully," "Answer the questions you know," "If you don't know the answer," and "Go back over the test." 11" x 14"; published by J. Weston Walch. c.1985. Can be ordered from Social Studies School Service, 10200 Jefferson Blvd., P.O.Box 802 Culver City, CA 90232-0802. Phone: 800-421-4246. Order number JWW 624-16; 20 posters; \$9.95.

Test-Taking Strategies Activity Pack. A cassette with 12 recorded lessons guides students through a series of worksheets to help them improve their test-taking abilities. Suitable for use with classes, small groups, or individual students, the lessons can help students prepare for the SAT, ACT, or teacher-made tests. Topics covered include attitude toward tests, dealing with anxiety, guessing strategies, multiple-choice math and vocabulary tests, true-false tests, and improving test-taking speed. A teacher's guide outlines teaching strategies, list additional learning activities, and provides an answer key. J. Weston Walch. c.1985. JWW623-16 Cassette, 13 spirit masters, guide; \$25.00. Social Studies School Service, 10200 Culver Boulevard, P.O.Box 802 Culver City, CA 90232-0802. Phone: 800-421-4246.

American History Achievement Series. With questions drawn from categories such as economic, political, and intellectual history, these programs offer students valuable practice for the college entrance achievement tests. Students are given two chances to answer each of 16 questions. On many of the questions a special option allows students to see how the question might be rephrased to make each of the five suggested answers correct. At the end of the test, students may elect to see their scores, the questions they missed, or the areas they should review. They may also choose to answer another set of questions. A printer is optional. Microcomputer Workshops Courseware. c.1985. MCW107A-16; Complete series of 4 Apple diskettes; \$175. Individual diskettes: \$49. Social Studies School Service, 10200 Jefferson Blve., P.O.Box 802 Culver City, CA 90232-0802. Phone: 800-421-4246.

Create-A-Test. An interactive, menu-driven utility program that enables teachers to easily create tests on a wide variety of subjects for photocopy reproduction. Up to 100 questions and instructions can be included in each test, drawn from a number of question bank diskettes. Each question diskette (sold separately) contains over 400 questions on a specific subject area. Adaptable for use on a number of popular printers, the program features extensive editing capabilities that allow users

to modify existing questions or enter and create their own. Completed test may be stored on disk. Printer required. Cross Educational Software. c.1983. CELL10A-12; Apple program diskette, backup, guide; \$89.95. Question diskettes require program diskette, and cost \$49.95. Topics covered by question diskettes are:

Government I: Basic principles of government, the Constitution, branches of the federal government.

Government II: Political parties, elections, state and local government, foreign policy, special interests.

Government III: Civil rights, current issues, bureaucracy, challenges for the future.

History I: From early exploration of the Americas through ratification of the Constitution.

History II: From the development of American political parties through the rise of sectionalism.

History III: From the Civil War through World War I and the League of Nations.

History IV: From the postwar isolationism, boom, and bust through the Reagan presidency.

Geography: Map reading, graphs, population, longitude and latitude, the world. Create-A-Test is available from the publisher or from Social Studies School Service, 10200 Jefferson Blvd., P.O.Box 802 Culver City, CA 90232-0820. Phone: 800-421-4246.

Micro Test Administration System: Test Generation and Scoring. The Micro Test Administration System allows teachers to create and augment their own item banks, print custom-designed tests consisting of items from one or more of the item banks, print reports of the test results to a single class, or summarize test results for several classes or an entire school. Diskettes containing test items are available for purchase from Science Research Associates. The system requires an Apple II or II+ computer, printer, and Scan-Tron or Chatsworth optical card reader. Package includes 1 test generation diskette, 1 score and reporting diskette, 2 back up diskettes, 1 package of 500 Scan-Tron or Chatsworth answer sheets, and 1 user manual. Order from Science Research Associates, Thinkware Products Department, 155 N. Wacker Drive, Chicago, IL 60606. Phone 1-312-984-7173 for pricing information.

QuickTests. Assists educators by selecting test questions from a databank and printing out tests. Any type of question may be entered; hundreds of questions may be stored on 1 diskette. Questions entered may be selected for different tests. Supports randomization and password protection of files. Preview disk available for \$5. Requires Apple IIe or IIc, printer. Price: \$180. Quantity discounts available. Order from Seven Hills Software Corporation, 2310 Oxford Road, Tallahassee, FL 32304. Phone: 904-576-9415.